

Personnel

ATTACHMENT

GENERAL ROLES OF PROFESSIONAL DISCIPLINES

A. PARTICIPATES IN THE CHILD FIND SYSTEM.

- (1) Screens infants/toddlers for potential eligibility for early intervention services.
- (2) Identifies early signs of atypical development in a child.
- (3) Refers a potentially eligible infant/toddler to the designated Point of Entry (POE) within two (2) days after the child is suspected of needing services.
- (4) Discusses the need for referral and the referral process with the family before referring.
- (5) Provides appropriate information to the POE, documenting referral.

B. CONTRIBUTES TO THE EVALUATION AND ASSESSMENT OF THE CHILD AS A MEMBER OF THE EARLY INTERVENTION TEAM.

- (1) Reviews pertinent records related to the child's current status.
- (2) Enhances the family's role in the evaluation/assessment process as equal and valuable members of the team.
- (3) Uses standardized tools and/or established criteria to determine initial and continuing eligibility.
- (4) Uses developmentally and culturally appropriate assessment tools and methods to determine the child's strengths and needs.
- (5) Assesses environmental factors related to the development of the child with the family through interviews, observations, and use of appropriate tools.
- (6) Collects and organizes evaluation/assessment data in a systematic way and incorporates the information from the family into reports.
- (7) Interprets and shares evaluation/assessment results with the family and other team members in non-technical and easily understood language that is appropriate to the family's level of education and culture.
- (8) Participates as a team member in the determination of eligibility for early intervention services initially and on a continuing basis.

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- (9) Refers for more in-depth assessments, when indicated.

C. PROVIDES FAMILY-CENTERED AND FAMILY-GUIDED SERVICES THAT PROMOTE INDEPENDENCE AND SELF-DETERMINATION.

- (1) Acknowledges family strengths, individual family characteristics and relationships, and different methods of family functioning as related to the child's needs in a non-judgmental manner.
- (2) Assists the family in identifying their resources, priorities, and concerns.
- (3) Enhances the family's abilities to meet their needs and those of their child by providing for or referring to informational, educational, counseling, and/or training services.
- (4) Offers services that are accessible, flexible, culturally/ethnically sensitive, and responsive to the resources, priorities, and concerns identified by the child's family.
- (5) Develops intervention options, strategies, and procedures with the family that build on the child's strengths and the family's resources, that fit into the family's routines, and that enhance the family's ability to function as their child's primary caregiver.
- (6) Shares complete and unbiased information with the family on a continuing basis and in a supportive manner.
- (7) Serves as a resource to the family.
- (8) Enhances the family's ability to identify, access and use community supports/resources/services and promotes their independence in doing so.
- (9) Facilitates family-professional partnership and collaboration at all levels: services, program evaluation, and policy formation.

D. PARTICIPATES AS A MEMBER OF AN EARLY INTERVENTION PLANNING TEAM TO MEET THE IDENTIFIED NEEDS OF THE CHILD AND THE FAMILY.

- (1) Assists in developing an Individualized Family Service Plan (IFSP) to address the identified needs of the child and the family, to promote wellness, and to prevent secondary disabilities in the child.
- (2) Delivers services as a member of an early intervention team in collaboration with the family and as defined by the IFSP, i.e., carries out protocols and integrates objectives during intervention as recommended by team members of other

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disciplines to enhance the functioning and participation of the child in natural environments and/or to prevent regression or secondary problems.

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- (3) Supervises intervention that is provided by paraprofessionals and volunteers.
- (4) Assists in coordinating services with team members and with other agencies/programs and may serve as primary service coordinator when designated through team decision-making processes.
- (5) Collaborates and consults with other agencies/programs to provide needed services without duplication, gaps, or delays.
- (6) Assists in monitoring the progress of the child and family towards achievement of the outcomes identified in the IFSP and in revision of the IFSP to assure that services are appropriate and necessary.
- (7) Assists in planning for and implementing the transition of the child and family between settings and assists the family with transitional issues.

E. PROVIDES INFORMATION AND TRAINING TO THE FAMILY, OTHER EARLY INTERVENTION TEAM MEMBERS, AND THE COMMUNITY.

- (1) Serves as a resource and consultant to the family and to team members regarding information and methods/techniques specific to his/her own discipline that will promote the development of the child and/or prevent regression and secondary problems.
- (2) Supervises and instructs paraprofessional staff, volunteers, and students.
- (3) Provides inservice training to families, caregivers, paraprofessionals, volunteers, and the community.
- (4) Promotes public awareness of early intervention services and utilization of them by eligible infants/toddlers and their families.

F. USES CURRENT BEST PRACTICES IN PROVIDING QUALITY SERVICES TO INFANTS/TODDLERS WITH DISABILITIES AND THEIR FAMILIES AND EVALUATES THE EFFECTIVENESS AND EFFICIENCY OF PROGRAM/SERVICES ON A REGULAR BASIS.

- (1) Bases intervention methods and decisions for practice on current empirical research, theory, and recommended practices of professional organizations.
- (2) Reviews the quality and appropriateness of individual programs and of total services delivered, using predetermined criteria.

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- (3) Identifies his/her own professional development needs and participates in staff development, consultation, and professional and collaborative activities to meet these.
- (4) Maintains documentation of services provided and progress towards outcomes consistent with agency and established guidelines.

G. UPHOLDS ETHICAL AND LEGAL STANDARDS.

- (1) Safeguards the legal rights of the child and family.
- (2) Complies with established agency standards.
- (3) Complies with established state and federal standards related to early intervention services.
- (4) Complies with ethical and established standards of his/her discipline/profession.
- (5) Reports child abuse and/or neglect to the appropriate authorities, when suspected or indicated.

H. ADVOCATES FOR A HIGH QUALITY SERVICE DELIVERY SYSTEM.

- (1) Identifies service delivery gaps and mobilizes public and private resources to fill these gaps.
- (2) Advocates for resources needed by families that are not readily available in the community.
- (3) Provides leadership through processes which affect the provision of early intervention services.
- (4) Enhances families' abilities in self-advocacy.
- (5) Works to change societal attitudes, belief systems, expectations, and stereotypes regarding the needs of infants/toddlers and their families.